

## Unit 5 Facilitation with Youth

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In Unit 4, participants narrowed down their area of focus to two issues or needs to address. Unit 5 takes their greater understanding of needs and issues and applies the democratic principles of voting to them, helping youth gain understanding about why voting is so important. They will finish the Unit by choosing the one issue or need they will focus on so that in Unit 6 they're prepared to decide on what kind of service project they're going to plan.

### **Unit 5A: Activity**

**Goal:** To demonstrate the power of working together.

#### **Circle of Strength (pg. 107)**

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: Safety. Ensure that all participants are safe at all times. This activity needs to be done in an open space where youth will not get hurt if they fall.

#### **Alternative Activity: Human Knot (pg. 123)**

- ⇒ Think about: How comfortable your participants are with other people in their personal space. Although you can give participants the option to stay outside of the knot and help from that perspective, it may not be as effective of a team-builder if you don't have full participation.
- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ When facilitating: Debrief thoughtfully. If some youth chose to stay outside the circle, ask how that affected the activity. (e.g. Was it helpful to have someone outside of the knot helping?) Also explore what might have happened if someone had chosen not to help at all. Consider using the DIGA debriefing model in the Facilitator's Toolkit.

#### **Alternative Activity: Lap Sit (pg. 123)**

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: How comfortable your participants are with other people in their personal space. This activity involves touching closely, and some youth may not be comfortable with that.
- ⇒ Think about: Safety. Ensure that you are facilitating this activity in an open space where participants won't hurt themselves if they fall.
- ⇒ When facilitating: Debrief thoughtfully. Include questions about what would've happened if one participant had chosen not to sit when everyone else sat or had attempted to leave the circle at the last moment while everyone was sitting. Consider using the DIGA debriefing model in the Facilitator's Toolkit.

#### **Alternative Activity: Stand Up (pg. 124)**

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: How comfortable your participants are with other people in their personal space. This activity involves touching closely, and some youth may not be comfortable with that.

- ⇒ Think about: Safety. Ensure that you are facilitating this activity in an open space where participants won't hurt themselves if they fall.
- ⇒ When facilitating: Debrief thoughtfully. Include questions about what would've happened if one participant had decided not to stand with their partner. Consider using the DIGA debriefing model in the Facilitator's Toolkit.

### **Alternative Activity: One Word Story (pg. 124)**

- ⇒ Consider: Doing an example round with facilitators (or volunteer participants if there's only one facilitator). This may help give youth a better idea of the goals of the activity.
- ⇒ When facilitating: Debrief thoughtfully. Some participants may have chosen not to contribute a word that would help make a cohesive story. Encourage youth to discuss how that affected that story and how full, active participation would've changed the activity.

## **Unit 5A: Lesson**

**Goal:** To recognize the important concepts published in the Preamble to the Constitution.

### **A Government Of, By, and For the People (pg. 109, Handouts pgs. 118, 121)**

- ⇒ When facilitating: Encourage youth to have an open and thoughtful discussion about these concepts, what is already being done to support them, and what additional things can be done to better support them. Ensure safe space is maintained throughout the discussion.
- ⇒ When facilitating: Give participants some think time after asking the final question, "How can we advance or strengthen the concepts published in the Constitution?" You could continue with a discussion or debriefing that relates those concepts to the needs discussed in Unit 4 or ask youth how the top two needs they identified support them.

## **Unit 5A: Reflection**

**Goal:** To demonstrate the strength provided by key historical concepts.

### **Circle of Strength – Historical Style (pg. 111)**

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: Safety. Ensure that all participants are safe at all times. This activity needs to be done in an open space where youth will not get hurt if they fall.

## **Unit 5B: Activity**

**Goal:** To provide participants the opportunity to voice their interest in a service area and to campaign for that choice.

### **Campaigning for Your Cause (pg. 112)**

- ⇒ Think about: Preparing guiding questions to help youth clarify why they are for or against either of the issues.
- ⇒ Think about: Time needed to facilitate thoughtfully. Depending on the size of your group and how passionate youth are about the issues, this activity may take longer than the 10 minutes given in the *Roadmap* outline.
- ⇒ Consider: Going over community agreements again before starting the activity.

- ⇒ When facilitating: Ensure the safe space is maintained. As necessary, remind participants that they should stay focused on discussing the issues, not each other. Remind youth that it's all right to disagree with each other as long as you remain respectful.
- ⇒ When facilitating: Debrief the campaigning process and work to build enthusiasm for both issues. Due to the nature of the voting process, not all youth will have their top choice issue selected by the group to address. It's important to build enthusiasm around both issues so that youth will stay engaged even if their preferred issue is not chosen.

### **Alternative Activity: Worksheet (pg. 125)**

- ⇒ Consider: Reframing the worksheet so that it focuses on needs instead of specific project ideas. Brainstorming project ideas will happen in Unit 6, and it's important that youth understand that voting for a certain need doesn't necessarily mean voting for a particular project.

## **Unit 5B: Lesson**

**Goal:** To further develop participants' understanding of the power of the vote.

### **The Power of the Vote (pg. 114, Handouts pgs. 119, 120, 121, 122)**

- ⇒ Think about: Supplies and space necessary. Creating voting booths could be a great lesson in how voting actually happens. If this isn't possible, consider having youth vote (individually or in small groups) in a smaller space nearby where a ballot box is set up. This could be an adjoining or nearby room, a hallway, etc.
- ⇒ When facilitating: Help youth understand that due to the nature of the CE process, your group will not be able to address both needs. This means that some youth will not see their top issue addressed by the group. Encourage youth to stay engaged whether their need is chosen or not. Consider facilitating a brainstorm of reasons to stay involved in the project even if their issue isn't the one chosen, e.g. learning project planning skills.

## **Unit 5B: Reflection**

**Goal:** To reflect on the factors that influence our position on an issue or cause.

### **Journal Entry: Making Up My Mind (pg. 117)**

- ⇒ Consider: Adding a component to the prompt that allows youth express their feelings at the results of the vote.
- ⇒ Consider: Giving youth an opportunity to share some of their thoughts and feelings after everyone's had a chance to write. Ensure safe space is maintained if youth choose to do this.